

## Cooley Springs-Fingerville Elementary

140 Cooley Springs School Road  
Chesnee, SC 29323

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	350 Students	
<b>Principal</b>	Denny Landrum	864-592-1211
<b>Superintendent</b>	Dr. Scott J. Mercer	864-578-0128
<b>Board Chair</b>	Mrs. Joyce M. Wright	864-578-0128

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	11	75	16	1

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Average	Unsatisfactory	Yes
<b>2006</b>	Average	Unsatisfactory	Yes

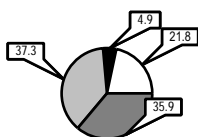
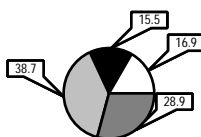
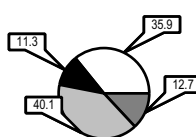
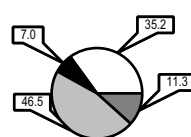
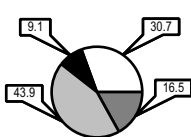
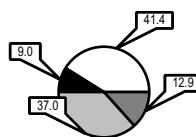
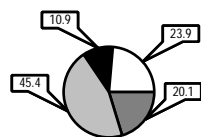
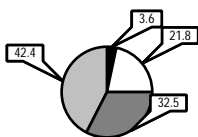
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	154	100.0	21.8	37.3	35.9	4.9	57.0	Yes	Yes
<b>Gender</b>									
Male	86	100.0	31.6	35.4	30.4	2.5	43.0	N/A	N/A
Female	68	100.0	9.5	39.7	42.9	7.9	74.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	118	100.0	20.5	33.0	40.2	6.3	61.6	Yes	Yes
African American	27	100.0	26.1	56.5	17.4	0.0	34.8	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	129	100.0	14.2	38.3	42.5	5.0	64.2	N/A	N/A
Disabled	25	100.0	63.6	31.8	0.0	4.5	18.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	151	100.0	21.4	37.1	36.4	5.0	57.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	144	100.0	21.6	36.6	36.6	5.2	56.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	113	100.0	28.2	41.7	26.2	3.9	48.5	Yes	Yes
Full-pay meals	41	100.0	5.1	25.6	61.5	7.7	79.5	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	154	100.0	16.9	38.7	28.9	15.5	62.7	Yes	Yes
<b>Gender</b>									
Male	86	100.0	21.5	35.4	26.6	16.5	57.0	N/A	N/A
Female	68	100.0	11.1	42.9	31.7	14.3	69.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	118	100.0	15.2	34.8	31.3	18.8	67.0	Yes	Yes
African American	27	100.0	21.7	52.2	26.1	0.0	43.5	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	129	100.0	10.0	40.8	30.8	18.3	70.0	N/A	N/A
Disabled	25	100.0	54.5	27.3	18.2	0.0	22.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	151	100.0	16.4	38.6	29.3	15.7	62.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	144	100.0	16.4	38.1	30.6	14.9	62.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	113	100.0	23.3	43.7	23.3	9.7	53.4	Yes	Yes
Full-pay meals	41	100.0	0.0	25.6	43.6	30.8	87.2	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	154	100.0	35.9	40.1	12.7	11.3	23.9
<b>Gender</b>							
Male	86	100.0	40.5	35.4	10.1	13.9	24.1
Female	68	100.0	30.2	46.0	15.9	7.9	23.8
<b>Racial/Ethnic Group</b>							
White	118	100.0	31.3	40.2	14.3	14.3	28.6
African American	27	100.0	56.5	34.8	8.7	0.0	8.7
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	129	100.0	30.0	42.5	15.0	12.5	27.5
Disabled	25	100.0	68.2	27.3	0.0	4.5	4.5
<b>Migrant Status</b>							
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	151	100.0	35.0	40.7	12.9	11.4	24.3
<b>English Proficiency</b>							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	144	100.0	35.8	39.6	13.4	11.2	24.6
<b>Socio-Economic Status</b>							
Subsidized meals	113	100.0	46.6	38.8	5.8	8.7	14.6
Full-pay meals	41	100.0	7.7	43.6	30.8	17.9	48.7

<b>Social Studies</b>							
All Students	154	100.0	35.2	46.5	11.3	7.0	18.3
<b>Gender</b>							
Male	86	100.0	43.0	36.7	10.1	10.1	20.3
Female	68	100.0	25.4	58.7	12.7	3.2	15.9
<b>Racial/Ethnic Group</b>							
White	118	100.0	33.9	45.5	11.6	8.9	20.5
African American	27	100.0	39.1	47.8	13.0	0.0	13.0
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	129	100.0	30.0	49.2	12.5	8.3	20.8
Disabled	25	100.0	63.6	31.8	4.5	0.0	4.5
<b>Migrant Status</b>							
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	151	100.0	34.3	47.1	11.4	7.1	18.6
<b>English Proficiency</b>							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	144	100.0	35.1	45.5	11.9	7.5	19.4
<b>Socio-Economic Status</b>							
Subsidized meals	113	100.0	43.7	44.7	10.7	1.0	11.7
Full-pay meals	41	100.0	12.8	51.3	12.8	23.1	35.9

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	47	100.0	13.6	45.5	36.4	4.5	40.9
	4	45	100.0	23.8	52.4	23.8	0.0	23.8
	5	50	100.0	18.4	55.1	26.5	0.0	26.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	55	100.0	7.3	29.1	50.9	12.7	63.6
	4	48	100.0	29.5	38.6	31.8	0.0	31.8
	5	51	100.0	32.6	46.5	20.9	0.0	20.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	47	100.0	11.4	59.1	18.2	11.4	29.5
	4	45	100.0	14.3	42.9	31.0	11.9	42.9
	5	50	100.0	16.3	57.1	18.4	8.2	26.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	55	100.0	7.3	41.8	32.7	18.2	50.9
	4	48	100.0	22.7	34.1	34.1	9.1	43.2
	5	51	100.0	23.3	39.5	18.6	18.6	37.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	47	100.0	36.4	47.7	13.6	2.3	15.9
	4	45	100.0	50.0	35.7	4.8	9.5	14.3
	5	50	100.0	49.0	22.4	20.4	8.2	28.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	55	100.0	36.4	45.5	7.3	10.9	18.2
	4	48	100.0	38.6	43.2	15.9	2.3	18.2
	5	51	100.0	32.6	30.2	16.3	20.9	37.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	47	100.0	22.7	61.4	11.4	4.5	15.9
	4	45	100.0	31.0	57.1	9.5	2.4	11.9
	5	50	100.0	36.7	44.9	12.2	6.1	18.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	55	100.0	30.9	34.5	18.2	16.4	34.5
	4	48	100.0	47.7	50.0	2.3	0.0	2.3
	5	51	100.0	27.9	58.1	11.6	2.3	14.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 350)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.9%	Down from 2.7%	3.6%	2.8%
Attendance rate	95.8%	Down from 96.1%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 16.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 5.6%	0.0%	0.0%
Eligible for gifted and talented	9.0%	Up from 7.8%	8.8%	10.4%
On academic plans	38.4%	N/AV	39.8%	33.6%
On academic probation	0.0%	N/AV	1.2%	1.0%
With disabilities other than speech	7.0%	Down from 8.7%	8.4%	7.5%
Older than usual for grade	0.0%	Down from 0.3%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 22)</b>				
Teachers with advanced degrees	81.8%	Up from 68.2%	53.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.4%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	90.5%	Down from 90.6%	87.6%	87.3%
Teacher attendance rate	94.8%	Up from 94.0%	95.1%	94.9%
Average teacher salary	\$44,952	Up 1.9%	\$42,269	\$42,485
Prof. development days/teacher	14.5 days	Down from 20.0 days	14.0 days	13.3 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 20.4 to 1	18.0 to 1	18.6 to 1
Prime instructional time	85.8%	Down from 86.1%	89.6%	89.7%
Dollars spent per pupil*	\$6,268	Up 8.5%	\$6,382	\$6,557
Percent of expenditures for teacher salaries*	60.8%	Down from 61.5%	63.2%	64.0%
Percent of expenditures for instruction*	69.2%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.5%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	3.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Cooley Springs-Fingerville Elementary celebrated another successful year of raising the bar for student achievement. Meeting the unique physical, emotional, social and academic needs of every child is our primary focus. Students are provided with a highly qualified staff, as well as offered a variety of opportunities to increase academic achievement both during and after school.

This year's continued full implementation of the 100 Book Challenge Reading program has encouraged students' daily independent reading at school and at home, building success for all students. The program continues to promote a positive attitude toward being successful for our reluctant readers. Students are provided related arts instruction in music, art, physical education, media and technology science.

The PTA is a driving force in supporting our successes. The PTA provides funds to support our instructional program, recognize student performance, honor staff members on several occasions, and to maintain a computerized message system for parent phone contacts. This phone system has been a valuable tool for sending messages to all parents, small groups of parents or individuals. We continue to strive to improve parent involvement in our school. We are very appreciative of the commitment of our students, parents, volunteers, business partners and staff.

We continue to strive to keep up with the current research and apply it toward student learning. We piloted Math Out of the Box, an inquiry approach to teaching math in seven classrooms this year, and plan to pilot it as a school next year. MAP (Measuring Academic Progress) was implemented in grades 2 and 4 this year and will be implemented in grades 1 through 5 next year. We also use a computer program called STAR Reading and STAR Math to monitor students' progress in reading and math each nine weeks. A computerized Early Literacy Test is used to measure reading readiness in Kindergarten and grade 1. Reading Mastery, by SRA, is used in K-2 to help our students learn to read in a timely manner.

Everyone working together makes a difference in our students' success as we continue to strive to provide the best educational opportunities for our children.

Denny Landrum, Principal  
Sandra Camp, School Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	26	48	30
<b>Percent satisfied with learning environment</b>	100.0%	77.1%	73.3%
<b>Percent satisfied with social and physical environment</b>	100.0%	68.8%	86.2%
<b>Percent satisfied with school-home relations</b>	88.9%	81.3%	90.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.